

The Standard for Full Registration: Observation / checklist

Name_____ School_____ Stage_____

Date_____ Subject: Curriculum 1.1

The Probationer has been given copies of:

- Copy of school aims, ethos and mission statement
- Staff list including non-teaching staff
- Class list
- The 5-14 Guidelines
- All relevant school policies / procedures
- Programmes of work for
- Materials and handbooks for commercial schemes
- School handbook including administration and routines
- Health and Safety procedures
- Child Protection Procedures
- Arrangements for contacting parents
- Extra curricular activities
- Lists of resources and facilities
- Necessary teachers' and children's resources

The Probationer's timetable

- Has made provision for each component part of the curriculum
- Allows for visiting specialists, fixed times, accommodation and other shared times
- Shows clearly how time is allocated for component, strand or resources
- Allocates time for routines such as registration, homework, spelling.....
- Allows appropriate time for practical activities
- Covers a variety of teaching and learning methods across the curriculum each day
- Ensures there is no wastage of time
- Uses the pattern of the school day to match appropriate teaching and learning sessions
- Has time allocated for: co-operative teaching, learning support, CA's, SA's
Auxiliaries, classroom helpers,.....

The timetable has evidence that children are given the opportunity to work:

- As a class
- In social groups
- In ability / attainment groups
- As individuals (following PLP)
- With other groups or classes
- With another stage
- With the same stage (setting)
- With other children (special needs)
- As part of the school community

The Probationer has prepared and planned for:

- The layout of the classroom
- Groups for different areas of the curriculum
- Coverage of the curriculum by class, groups, individuals

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Date_____ Subject: Curriculum 1.1 Planning

The Probationer has organised:

- A file for planning throughout the session
- Sections within the file to show areas of the curriculum
- Section for record keeping / groups etc
- List of the class and relative groups for each area
- Overview sheets for the school year

The Probationer is aware of the need to use:

- School Development Plan
- Collaborative plans with visiting specialists, support teachers, LST
- Individualised Educational Programmes
- Personal Learning Plans
- Weekly, block and annual plans
- Plans for children with English as a second language
- The use of ICT permeating the curriculum

The Probationer can organise plans which show:

- Organisation of groups
- Programmes of work
- School planning sheets
- Commercial plans - reading, maths
- Group, individual and class activities
- Work to challenge more able pupils
- Work to support development needs
- Next steps in learning

The Probationer is able to identify:

- A balanced programme across the curriculum
- Continuity and progression over the strands within each curriculum area
- The appropriate strands for specific groups / individuals at designated levels
- The activities to overtake the strands
- Resources to support the learning and teaching
- What and how the learning will be assessed

The Probationer has regularly shared the planning:

- With a member of promoted staff
- The mentor if appropriate
- Colleagues working at the same stage
- Other members of staff involved in the Learning and Teaching process within the classroom

The Probationer has regularly reviewed plans to take account of:

- Evaluations to support next steps in learning
- Whether pace of work is suitable
- The need for resources to support the curriculum

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Date_____ Subject: Teaching and Learning 2.1 The Teaching Process

The Probationer uses a variety of teaching styles as required which includes:

- Direct interactive teaching
- Explanations, directions, instructions, demonstrations, revision, practice sessions
- Talking, challenging, open ended questioning, listening and responding, sharing ideas,
- Investigating, creating, hypothesising, trialling, testing, exploring
- Creativity through art, drama, music, PE, language
- Opportunities for independent learning

The probationer is able to show children the difference between

- Looking at new activities, routines
- Building on previous knowledge / skills
- Reviewing previous work and learning in different ways
- Practicing skills to improve
- Memorising activities

The Probationer uses effective questioning skills to:

- Engage children and challenged their thinking
- Involve all children
- Keep classroom behaviour at an acceptable level
- Develop the lesson
- Encourage individuality, creativity, stimulation, enjoyment, logical thinking, use of imagination
- Assess the children's understanding
- Train children to ask appropriate questions
- Develop Formative assessment methods

The Probationer teaches in a way that:

- Children know when lessons begin and end (Timescales are clear)
- Children are engage with the positive interaction taking place
- Children are aware of the Learning Outcomes of each lesson
- Each group / individual knows what they will be doing
- Children will know which resources are to be used and accessibility
- Children who complete activities are challenged appropriately
- Learning Outcomes are reinforced throughout the lesson
- Assessment of the lesson is discussed in a plenary session
- Support is available to pupils who may require it
- Instructions are clear and limited to ability

Homework is prepared by the Probationer:

- In line with school policy
- As a follow up to ongoing class work, independent work
- To match the needs of individuals, groups
- To include reinforcement, consolidation, independent thinking, some challenges
- Shared with the children - marked or corrected as appropriate

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Name_____ School_____ Stage_____

Date_____ Subject: Classroom Organisation and Management 2.2

Ethos

The Probationer follows school policies and procedures which:

- Promotes self esteem of all the children
- Acknowledges all aspects of gender, multi ethnic, cultural, religious beliefs and diversity
- Integrates children with specific needs, bilingual,
- Avoid and challenge stereotyping
- Make all children feel valued
- Ensures all children receive an education to suit their needs
- Encourages critical thinking and equal opportunities
- Reinforces appropriate behaviour
- Tackles harassment , bullying, racist incidents
- Provides resources and assessment materials which do not discriminate against any individual

The Probationer:

- Is a good role model
- Creates a climate of care, courtesy and co-operation
- Takes interest in all children
- Responds to individual needs
- Uses praise regularly to encourage and promote self esteem
- Responds positively to good work
- Shows sensitivity to children and any information they have gathered

Children find the Probationer

- Approachable
- Held in high regard
- Listens to their contributions
- Respects their views
- Supports them and works co-operatively with them

The Probationer praises children for:

- Effort
- Behaviour
- Courtesy
- Positive attitude
- Progress in work, working towards targets / learning outcomes
- Achievements (even small ones!)

The Probationer manages behaviour by being:

- Fair, firm, clear, sensitive, consistent, clear in expectations
- Staying in control - patient, calm, responsive not reactive
- In control of voice, volume of speech and gestures
- Able to maintain rapport - eye contact, diverting attention, giving a chance to speak, listening
- Non threatening or sarcastic
- Able to avoid power struggles, giving ultimatums, demanding admissions of guilt
- Able to allow pupils to - cool off, discuss difficulties at another arranged time, meet with higher authority

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Name_____ School_____ Stage_____

Date_____ Subject: Pupil Assessment 2.3

The Probationer assesses every day using a variety of assessment strategies covering:

- Whole class activities
- Group work / individual work
- Practical applications
- Written work
- Discussion
- Observing visiting specialists working with the class

The Probationer provides positive feedback by:

- Using formative assessment strategies
- Sharing work with children
- Observing and supporting
- Making formative comments on written work

The Probationer uses other forms of assessment which include:

- Summative activities from schemes
- Assessment activities through reading, spelling, problem solving.....
- Keeping notes about specific learning for groups / individuals
- Records for meetings
- Discussing learning outcomes and how they have been achieved

The Probationer ensures:

- There is a limit to the amount of worksheets provided for completion
- Standards of presentation are set
- Children are encouraged to check work before presenting
- Children correct and complete work
- Assessment is part of the teaching process
- Children are aware of the criteria for marking

The Probationer always:

- Praises children for good work, good responses
- Encourages children to correct their own mistakes
- Is consistent in the way they mark
- Keeps marking up to date
- Provides positive feedback on progress
- Shares in discussions about progress
- Keeps appropriate records
- Keeps notes, information for relevant meetings
- Keeps samples of children's work for profiles
- Organises pupil profile folders for easy access
- Has assessment information available
- Uses assessment information to inform next steps